



# THE O MEN

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Vol. 42  
Issue 4

## THE TWELVE APOSTLES:

Grace Willey - the Clifford ones with the bad puns

Jonathan Gardner - Capri Sun

Isaiah Mann - juicebox

Jesse Ide - Well, it's not QUITE the phallus

B Corfman - juicepox

F. Stewart-Taylor - But is he a penis?

Alex Toth - pizzabox

Lydia Coburn - said hi

Submissions are due always, constantly, so submit forever. You can submit in rich text or plain text format by CD, Flash Drive, singing telegram, carrier pigeon, paper airplane, Fed-Ex, Pony Express, or email. Get your submissions to [omen@hampshire.edu](mailto:omen@hampshire.edu) or Jonathan Gardner, Box 1203.

## Policy

The Omen is a biweekly publication that is the world's only example of the consistent application of a straightforward policy: we publish all signed submissions from members of the Hampshire community that are not libelous. Send us your impassioned yet poorly-thought-out rants, self-insertion fan fiction, MS Paint comics, and whiny emo poetry: we'll publish it all, and we're happy to do it. The Omen is about giving you a voice, no matter how little you deserve it. Since its founding in December of 1992 by Stephanie Cole, the Omen has hardly ever missed an issue, making it Hampshire's longest-running publication.

Your Omen submission (you're submitting right now, right?) might not be edited, and we can't promise any spellchecking either, so any horrendous mistakes are your fault, not ours. We do promise not to insert comical spelling mistakes in submissions to make you look foolish. Your submission must include your real name: an open forum comes with a responsibility to take ownership of your views. (Note: Views expressed in the Omen do not necessarily reflect the views of the Omen editor, the Omen staff, or anyone, anywhere, living or dead.)

The Omen staff consists of whoever shows up for Omen layout, which usually takes place on alternate Thursday nights in the basement of Merrill on a computer with an extremely inadequate monitor. You should come. We don't bite. You can find the Omen on other Thursdays in Saga, the post office, or on the door of your mod.



Front and back covers by Jonathan Gardner



# EDITORIAL

## Jonathan Gardner

This issue is like a time capsule! It was put together on March 13th, and not only will it not be out until after spring break is over, but it might take **EVEN LONGER** than that depending on how funding and communicating with the outside company we'll be printing this thing with goes! Wow! Who even knows how far into the future you'll be reading this? Maybe a year. Maybe a hundred years. Maybe a **BILLION YEARS**. I'm gonna go out on a limb here, though, and hope that this thing is in your hands before Deathfest. If it is, please read the next paragraph and skip the paragraph afterward. If it isn't, please skip the next paragraph and read the paragraph afterward.

### IF DEATHFEST HASN'T HAPPENED YET:

Deathfest is April 5th at 6:00pm! It's Hampshire's semiannual roleplaying tournament over the course of which everyone (except probably the winner) will die in ridiculous ways! You should show up! It's lots of fun! You can be a bear astronaut, or a sentient bottle of ketchup, or a wizard who is also a dentist. I'm one of the GMs, so if you're in my tier and you've read this you can give me a high-five and I will probably kill you anyway. Also, if you have a Twitter you should livetweet it with #Deathfest so the Twitter feed that Zach Clemente will inevitably submit to us will be more entertaining.

### IF DEATHFEST HAS ALREADY HAPPENED:

Wow! That sure was a great Deathfest we all went to! Hope you had a great time! My tier was full of really cool players and stuff! Remember that one thing that happened during tier 3? Hilarious! No doubt we will remember this Deathfest and all its super-memorable events for many years to come. Please enjoy the Deathfest twitter feed which I am sure you **VERY DEFINITELY CONTRIBUTED TO** in the next issue.

So now that that's over with, let's talk about Div II to Div III transitions for a bit. First of all: when the hell did I get so OLD? Like, it still feels like I haven't been here that long, but I'm starting to put together plans for the last project I'll ever do here?

(Putting together plans in the vaguest possible sense of the term, since I still have literally no idea what shape my Div III will take.) Shit's kinda terrifying. Word of advice to all you firsties out there: don't take the amount of time you've got left here for granted. It goes faster than you think.

Second: Div II retrospectives are awful. Especially when you get to the part where you have to go over all the mistakes you made. I fucked up at some points. A lot. Blaaaaaaaaahhhhhhhhhhhhhhh.

That's really about all I have to say on that matter.

In other news, there are only two layouts left in the semester! I know that there've been a bunch of people who've expressed interest to me in possibly getting involved with the Omen but haven't been to one yet, which is fine, but I'm just saying--not a whole lot of chances left. I mean, I **GUESS** you could start getting involved next year, but you'd have to wait through the summer. A whole, Omen-less summer. And nobody wants that. So if you're at all interested, feel free to stop by, even for a few minutes: Omen office, Merrill A basement, April 10th and 24th from 8pm to whenever the hell we finish. I'll give you a high five, and in this situation I won't kill you! (Probably.)

-Jonathan Gardner, editor

# Section: Speak

Keeling  Associates

Hampshire College

*Strategic Planning*

Survey Findings

January 10, 2014

1-HSC-201301

submitted by Ethan Warshow

(part 1 of many. to be  
continued in future issues.)

## Introduction

Hampshire College (Hampshire; the College) is working with Keeling & Associates, LLC (K&A) to facilitate the development of a new strategic plan. The strategic planning process involves multiple methods for gathering the observations, ideas, and suggestions of the Hampshire community including informal and structured individual and group interviews; a variety of types of meetings with groups of faculty in and among Schools, administrators, students, staff, and alumni; and an online strategic planning survey.

This report provides the findings from the online strategic planning survey.

## Survey Development and Implementation

K&A designed a web-based survey in consultation with the Hampshire Strategic Planning Steering Committee regarding Hampshire's direction, priorities, and strategy for the next three to five years. The survey included both qualitative and quantitative questions, but most were qualitative to encourage more reflective and thoughtful responses.

The survey was made available via a URL link embedded in an email sent from K&A on November 12, 2013 to all current Hampshire students, faculty, staff, and members of the Board of Trustees. This announcement of survey availability was preceded by an email from Jonathan Lash, President, notifying Hampshire of the survey, encouraging participation, and assuring recipients that all responses to the survey questions would be held confidential. Respondents were not asked to identify themselves in any manner. K&A sent five reminders and the survey closed on November 26, 2013.

Survey Response Rates by Category

Sample and Response Rates

Category	Sample	# of Responses	% Responded
Faculty member	167	89	53%
Staff/Administrator	293	175	60%
Student	1418	247	17%
Trustee	23	19	83%
Total	1901	589*	31%

*\*48 respondents did not answer the question about primary status on campus. 11 respondents self-identified as faculty-staff associates.*



## Summary of Survey Responses

**Question 1.** Please list what you think the three highest priorities, or most important goals, for Hampshire College should be over the next 3 to 5 years. These priorities or goals may be aspirations to achieve, opportunities to pursue, challenges to address, or problems to solve, and may concern academic programs, educational and pedagogical models, the College community and culture, resources, etc.

**Faculty** most commonly cited priorities that related to Hampshire's "brand": the importance of improving academic programs and standards while remaining true to Hampshire's unique educational philosophy and attracting students who are a "good fit" and "will thrive here." Many also agreed there is a need to improve the reputation, academic standing, national profile, and "perceived image of the College as academically lax." In addition, as one faculty member stated, there should be a "better connection between admissions and the real Hampshire experience—making sure the story is well told and those that are accepted are prepared for the Hampshire education—not for another type of education." A few wrote of the need to increase selectivity in admissions, and thereby "improve student quality and readiness." Several noted that this requires rethinking the "articulation of our mission" to be sure that "our public presence reflects our innovative nature." A few also mentioned retention as it relates to the concept of fit.

Faculty additionally listed the following top priorities. Responses are listed below in order of most to least frequent mentions:

- ▶ Improve "academic quality". One stated that the College must "bring its curriculum up to date," and "create a coherent academic program (perhaps to reorganize the schools, even) that is comprehensible to the outside and that also reflects our experimental and innovative strengths." Another wrote that the College should "make changes in our academic program that make it less complicated and help it to better fit student needs and faculty workload."
- ▶ Address financial issues and concerns. These included sustainability—"ensuring that the College is financially secure"—and increasing support for faculty (including increasing salaries and benefits for both faculty and staff) as well as financial aid and other resources for students. One faculty member asked, "How do we better support

faculty in their creative research and pedagogical endeavors? In particular, how do we continue to develop and foster an experimental curriculum without serious faculty burn-out?” Several others agreed that there is a need for additional faculty to help maintain the low faculty:student ratio and reduce faculty workload. One noted that there is a need for “deferred maintenance not only of buildings but of faculty and staff.”

- ▶ Upgrade facilities and the construction of new spaces to meet the needs of faculty, staff and students—both current and prospective. One faculty member stated there is a need for a “physically presentable and workable campus. Hampshire is losing applicants, yield, and students because of its substandard physical plant.”
- ▶ Build community. The campus lacks physical spaces for students, faculty and staff to gather, as well as study, and many report a “sense of isolation on campus” among students. Several noted that there is a need to prioritize the “integration of academic and social life on campus in order to address polarized and divisive politics of identity,” and believe a campus/student center might help “build a richer student community on campus to reduce alienation, isolation, and drug/alcohol abuse.” Another agreed and suggested that the College “transform students’ spaces (residential and academic) to create and reinforce community connections.” Still another noted the general need for “building a more dynamic, collaborative student participative culture, breaking isolation and ‘in-group’ agendas.”
- ▶ Increase diversity and inclusion. One wrote of the need for “diversifying campus and putting actual resources into efforts to become an actively anti-racist campus,” and another agreed that the College should prioritize “diversity—in admissions, faculty and staff hiring, augmented by a systematic discussion of what we are doing with both on-campus curriculum and study abroad.”
- ▶ Increase diversity and inclusion. One wrote of the need for “diversifying campus and putting actual resources into efforts to become an actively anti-racist campus,” and another agreed that the College should prioritize “diversity—in admissions, faculty and staff hiring, augmented by a systematic discussion of what we are doing with both on-campus curriculum and study abroad.”



- ▶ A few faculty also noted the need to attend to the issue of the sustainability of the humanities “and the larger project of the liberal arts college in a global, business-oriented world.”

Several **Faculty-Staff Associates** listed priorities related to finances, including increasing the endowment and financial sustainability. In addition, some noted issues related to academic quality and admissions: “clarifying the aims of the academic program” and identifying “our target student population.” A small number also wrote about brand and Hampshire “re-establishing itself as a distinctive alternative higher educational institution.” Facilities improvement—both deferred maintenance and building of new buildings (“a community center”)—was also noted. As with faculty, a few in this group wrote of the need to “develop plans to address and support students’ social inclusion, social cohesion, and retention,” and increase diversity.

The majority of **Staff** focused on areas similar to those prioritized by faculty. Many staff members articulated the need to prioritize the creation of a “better image of Hampshire College” as a “cutting edge institution” and “attracting and retaining creative, smart students” “who will be successful in completing the program and for which we have sufficient support resources.” As one staff member stated, “Be able to define our value proposition,” and several others noted the need to “differentiate” and “market the College’s unique pedagogy better—everyone agrees there is a certain independent student who is right for Hampshire, and we need to find them better.”

Staff additionally listed the following priorities:

- ▶ Improve and uphold academic standards. Related to the idea of the Hampshire “brand,” many staff wrote of the need to “consistently enforce academic rigor for all students,” while “maintaining the self-directed nature of the student experience, but with support and advice, better resources.” One noted that the College should “reclaim—in reputation and in fact—Hampshire’s standing as a ground-breaking, innovative, and essential institution of higher learning.” And another agreed, “Figure out how to make the educational experience truly innovative again.” Still another wrote, “We have an image problem,” and a few noted their desire for “increasing structure” of the academic program.

- ▶ Admit better qualified students and retain them. One wrote, “Improve retention by addressing quality of student life issues like isolation, lack of community, lack of academic support.” In that vein, one wrote, “Balance (improve) academic rigor/critical examination with sufficient space for reflection and self-care,” and another agreed, “Create culture of care - better support, both academic, emotional, and physical for students to improve retention.”
- ▶ Address financial issues and concerns, including financial security and sustainability, fundraising for the endowment, increasing financial aid and compensation for faculty and staff, and the provision of resources for students.
- ▶ Improve facilities. From general comments about a “better campus” and “nicer and safer buildings,” to green initiatives and improved housing and office space, a large number of staff listed deferred maintenance as a top priority.
- ▶ A small number mentioned priorities related to increasing diversity.

**Students’** priorities were more widely distributed over a larger number of issues and items than those noted by faculty and staff.

- ▶ Increase diversity and inclusiveness, and, as several noted, Hampshire “becoming anti-racist.” One suggested, “bringing in issues of race, class, gender, sexuality and ability to ALL classes.” Another stated, “Build a community that promotes being culturally diverse without making the students of color feel like they always have to be the ones doing the educating.” And another requested a “continued push for social justice and equality on campus.” Many would like to see an increase in the diversity of students and more “institutional support and ample resources for students of color in social, academic and economic forms.” One wrote, “Make everyone feel equal and cared for,” and others agreed that there is a need for a greater sense of inclusiveness and community among students (“more student body unity”). The issue of tolerance of diverse ideas and perspectives was also pertinent for several students, one of whom wrote, “Create a more inclusive campus where people actually feel comfortable speaking their minds.” Another agreed, “Let’s listen to our peers.” Several specifically listed priorities related to “cultural appropriation” on campus; many of those referred specifically to the use/misuse/overuse of the term.

- ▶ Address financial concerns including, most frequently, better financial aid for students, but also financial security and sustainability of the institution were listed by many students as a top priority.
- ▶ Upgrade facilities on campus. As one stated, “Clean up the campus; we’re always talking about sustainability but our campus is a giant trash bin.” Students listed study spaces, classrooms and several wrote of the need for new facilities, such as a student center “that welcomes everyone” and a “student space” that is open 24-hours and includes common areas and study spaces. Some prioritized a better library. A number of students also wrote of the need for better housing and living situations. One wrote, “Make the campus environment, particularly housing and the community, comfortable and conducive to a healthy educational experience.” A few also prioritized green initiatives on campus. A small number noted the need for greater accessibility on campus, and for Hampshire “to become more available to individuals with disabilities.”
- ▶ Remain true to Hampshire’s mission and improve fit and selectivity. Some students noted the need for Hampshire to articulate its mission — “pursue the idea of a truly independent liberal arts education” — and the concurrent need to “refine the admissions process”: make it “stricter” and “find students committed to an intense academic environment that are willing to push themselves.”
- ▶ Improve academic programs and curricula. Priorities listed included offering more diverse class choices, hiring and retaining adequate faculty to meet the needs of students, and “educating for the future.” A small number requested a return of the quantitative skills center.
- ▶ Improve support and resources for students. Several wrote of the need for better advising, and as one wrote of “fostering mentor relationships between teachers and students.” Some others listed better health and mental health services and resources, including suicide prevention, stress management, rape and sexual assault counseling, athletic/fitness resources, and, more generally, “a culture which destigmatizes the pursuit of wellness and mental health.” A few connected their concerns about mental health services to the perceived relaxed campus attitude toward the drug culture. Some noted issues with the current state of health services being sub-par. Though only a very small number (n=3) listed issues related to support and services related to sexual

## Five Things I've Done Since Graduating:

1. I've started paying off my student loans. (Did you know there's no way for me to make my payments go to the principal before fulfilling the interest? ISN'T THAT SHITTY??)
2. I worked in Vermont for seven weeks teaching filmmaking and photography to high school students. (SHOUTOUT TO PUTNEY)
3. I've had panicky dreams about finishing my Div III. (They'll never end. Don't expect them to.)
4. I've missed the Omen. A lot.
5. I've started working at a place in Berkeley, California that makes vegan cinnamon rolls with customizable frosting/topping combinations. See picture for vegany goodness.

MISS YOU OMEN FOLK! LITTLE HAMPSTERS, COME TO LAYOUT BEFORE YOU GRADUATE AND REGRET NOT DOING SO. <3 AND COME VISIT ME IN THE BAY AREA. I'LL GIVE YOU A FREE CINNAMON ROLL. (MAYBE.)

<3 Rachel Ithen

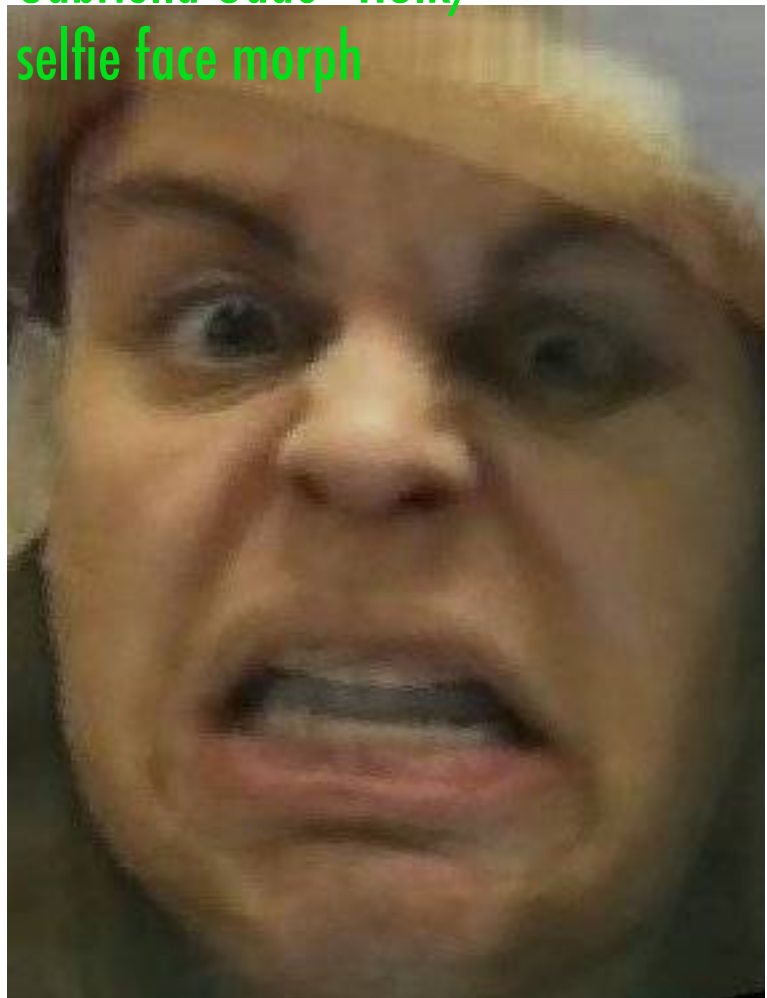


Jasper Alt



"I am a space ooze that wears severed heads for hats"

Gabriella Oddo - Hulk/  
selfie face morph





APRIL 5  
6:00  
FPH

DEATHFEST

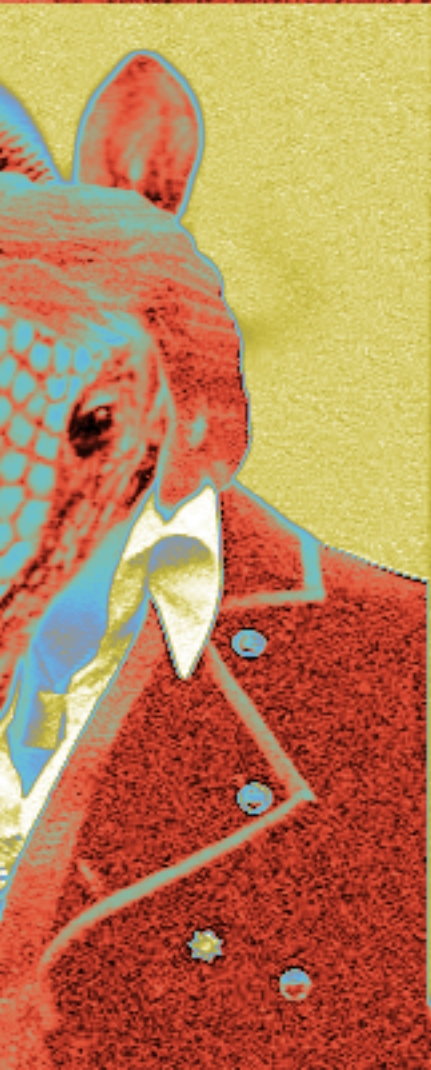


SECTION:

LIES















Combat in Color



By: Isaiah Mann

Vor langer langer Zeit, als alle Tiere sprechen konnten



, wohnten sie mit dem Obst und

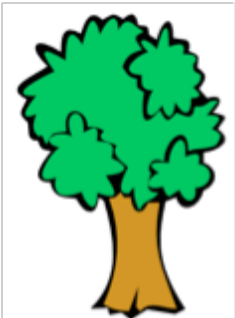
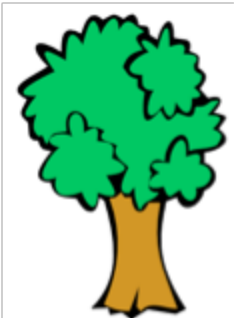
Gemüse



, die auch sprechen konnten



, im Wald zusammen



. Eines Tages hat eine

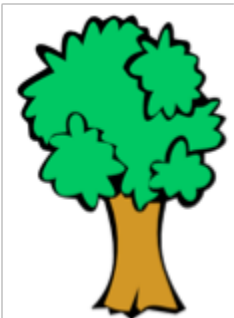
Ananas

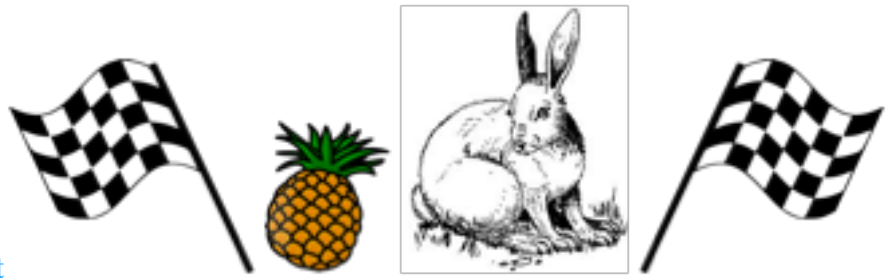


den Hase



, der das schnellste Tier im Wald war





um die Wette Rennen herausgefordert

Weil der Hase sehr schnell war



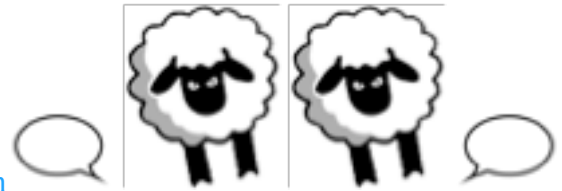
und die Ananas nicht



laufen konnten

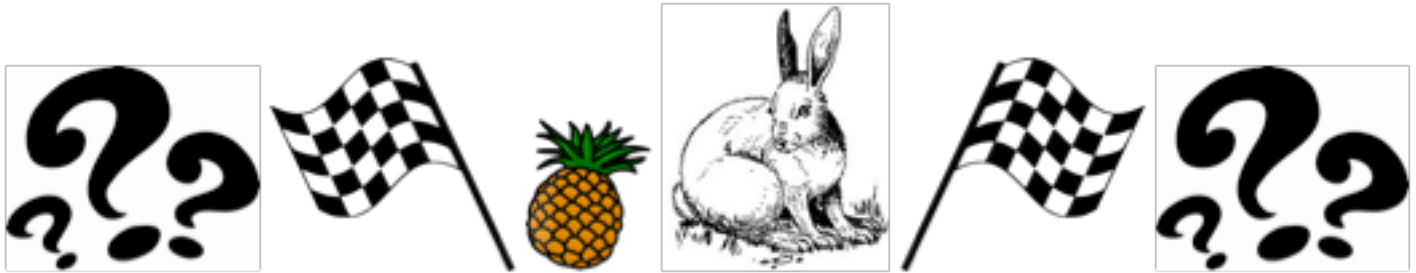
, hatte der Hase die Herausforderung der Ananas akzeptiert





Die andere Tiere haben miteinander über das Rennen gesprochen

„Warum wollte eine Ananas gegen einen Hase Rennen?“

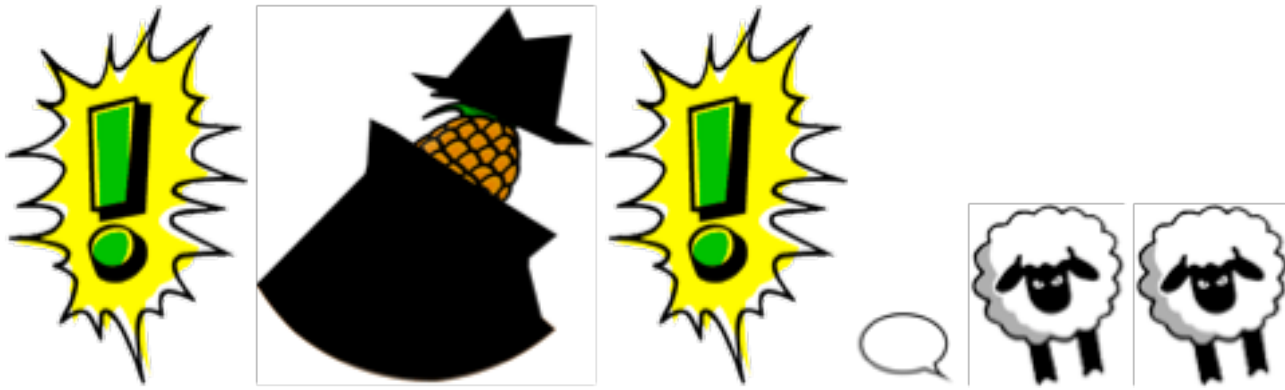


fragte die Krähe. „Hat sie einen Trick, von dem wir nicht wissen?“



„Ja,“ stimmte die andere Tiere zu, „Sie muss einen Trick haben! Dann sollen wir ihr anfeuern.“

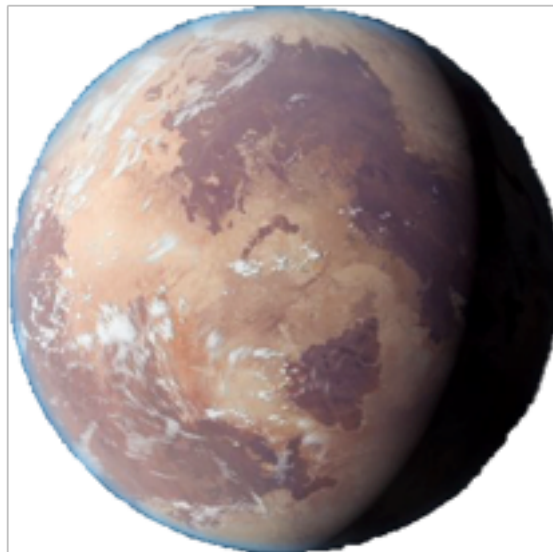




Die Ananas war Han Solos Freundin

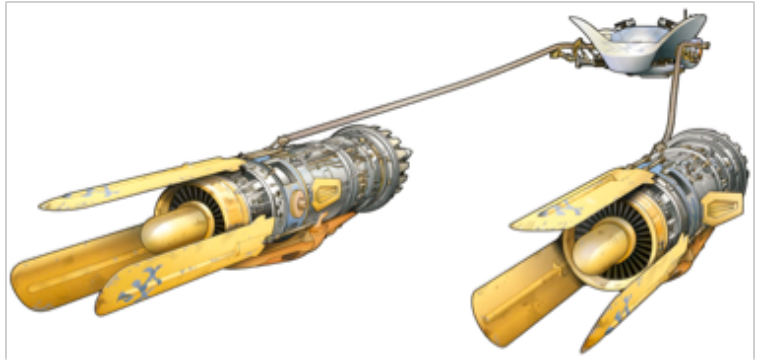
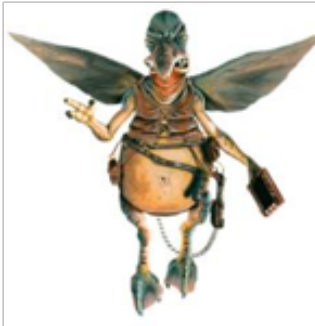


, und ist mit ihm nach



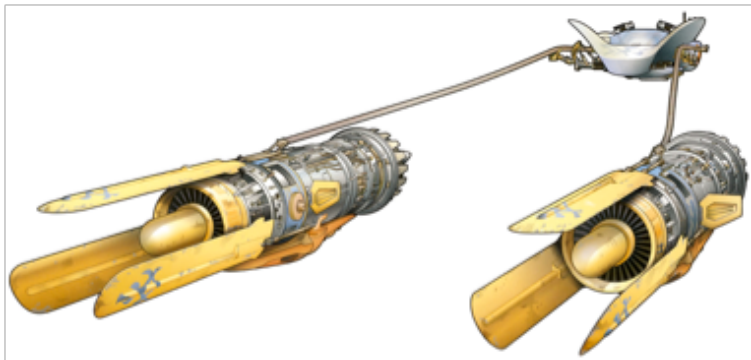
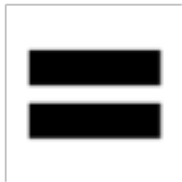
Tatooine geflogen

Auf Tatooine kaufte die Ananas einen Podracer von Watto.

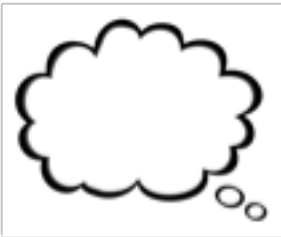
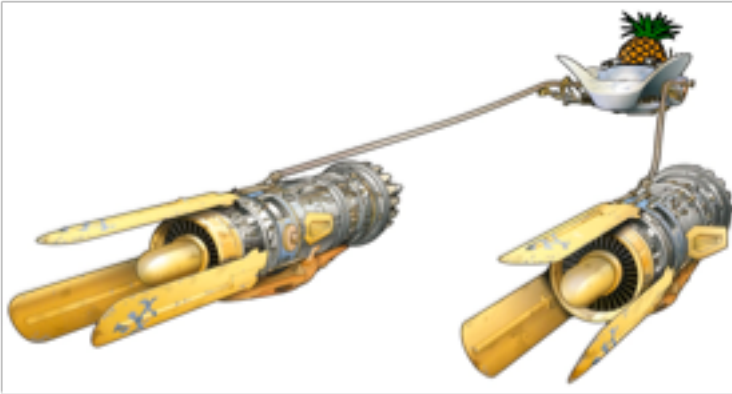


Sie brachte es zurück für das Rennen.

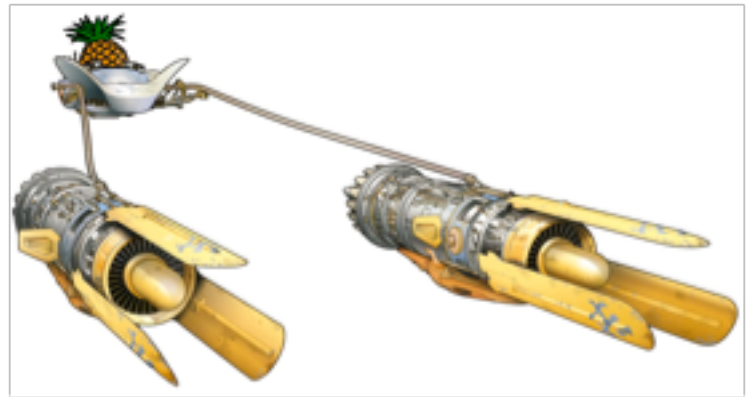
„Ach so!“ dachten die Tiere, „Das ist der Trick von der Ananas.“



Der Hase war bersorgt, weil die Ananas einen Podracer hatte.



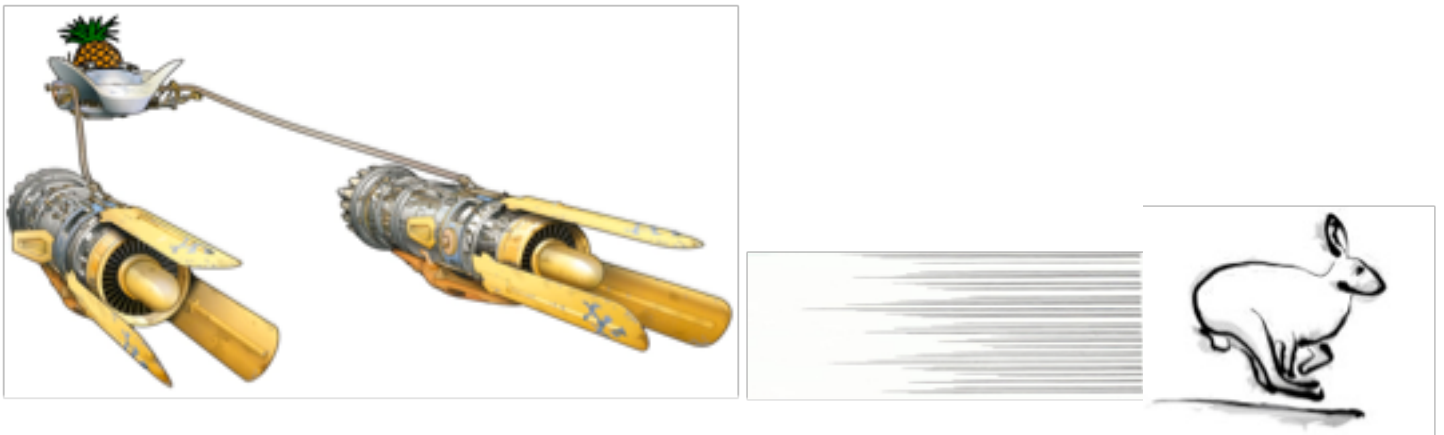
Podracers sind schneller als Hasen.



„Wie könnte ich das Rennen gewinnen?“ hatte er gedacht, kurz vor das Rennen begann und bevor er begann zu lief.



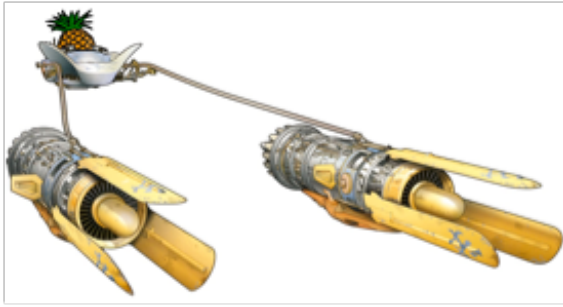
Aber die Ananas hat da gesessen.



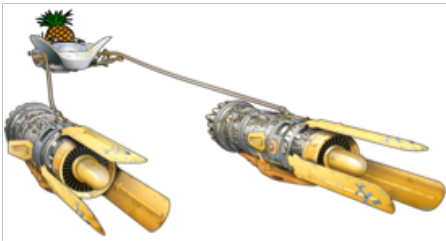
Ananas haben keine Hände – sie können Podracers nicht fahren.

Der Hase lief weg in die Ferne während die Ananas und ihres Podracer dort zu sitzen fortfuhr.

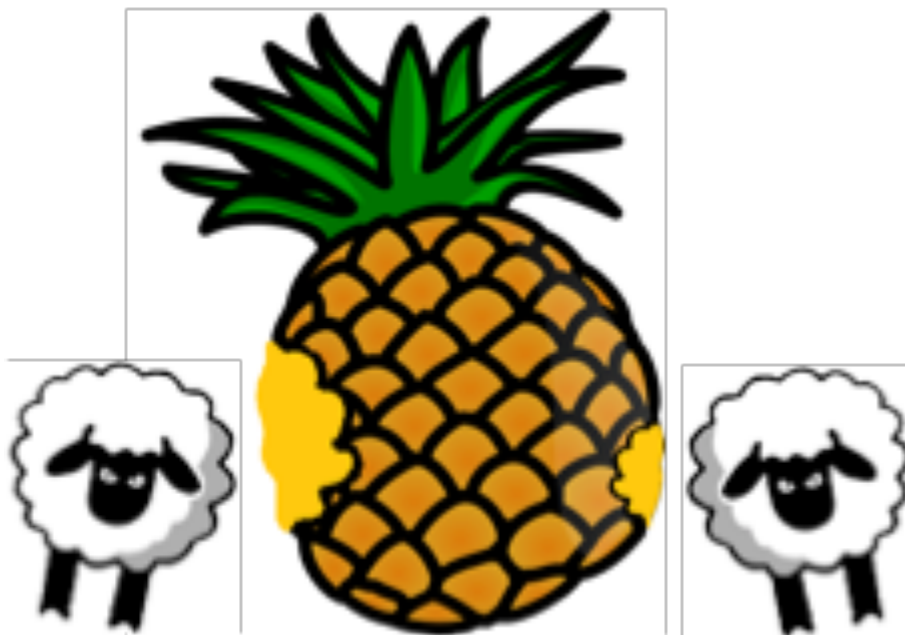




Sie sitzen und sitzen. Einige Stunden danach, gewann der Hase das Rennen.



Die Tiere fraßen die Ananas.



# Cracked

by Gabriella Oddo

Me, I'm just a bystander beneath a streetlight,  
Mistaking traffic lights for the moon again,  
But I know you.  
Just like everybody else.

You were broken, they say,  
Before you broke anybody else.  
You cracked a long time ago,  
Before any stop sign or metal pole did in your hands.  
They say you were born with little sidewalk fissures  
Gritty,  
Hard in the most crushingly beautiful gray.

But it wasn't like anybody  
Hurt you, or  
Did something to make you pick up the tempo of  
That quick fist pounding on your ribcage  
Like every other blunt or sharp object that jumps into your grasp.  
Nobody made you beat that drum of rage  
Until your body just couldn't stop and you didn't care  
couldn't wait couldn't stop  
It's scary, I'm sure.

It's scary because you wouldn't be able to tell me  
If I asked you, that is if you wanted to say  
Why you just didn't care,  
Why you just went right for the jugular that day  
At a breakneck pace,  
It wasn't like you knew,  
Or even did anything wrong,  
You never meant to.  
That scares you, doesn't it?

I feel like you're shrouded in smoke,  
A cliché that seems too perfect coming from my lips,

Looking at the cigarette in yours.  
You're blowing smoke, but not up anybody's ass,  
You tell them straight up to shut up,  
That distance made by gray,  
You'll keep it up,  
When they make you angry,  
Fuck them up,  
Kick in those jeering smirks,  
Break their hard laughter  
With harder knuckles.

But behind every one you smoke,  
I think there's something more,  
Maybe because for you,  
It's never all said,  
Never all done,  
You never get to finish a thought, between every fight you start.

One night or another,  
I'll see you standing out on a high bridge,  
Painting the sky with billows of smoke.  
City-goers and cottagers alike,  
They really hate clouds, most of them...  
They might mistake you for one, up there.  
You're not darkening their days,  
You never said you wanted to.  
Beat them up,  
Break their bones,  
Bash in their street signs,  
You never did any of those things entirely by yourself—  
You didn't choose this life,  
And maybe caring hurt too much to fix it.  
No one else really offered you a band-aid,  
Not even a hand.

But I can only think these things,  
Because me,  
I'm just a bystander beneath a streetlight,  
Confusing my clouded, secondhand understanding  
With you,  
And I don't know you.  
Just like everybody else.



# Traced

by Gabriella Oddo

Volume 42, Issue 4 · The Omen

trace the scars up the side and inside of  
your head,

stitches that bind memory to memory,  
never forgetting,

holding yourself together tightly,

keeping your stern-stare

Promise

tied around your finger,

a red ribbon that gets stitched

into your skin.

Two hands–

you're tied to the other,

again with pinky promises, more red  
ribbons,

a child's silly game of bloodshed.

you'll patch him up,

you know you will and you have and  
already have been

for years and years and years

and you still can't help him enough.

you are never satisfied,

his searching impossible to conquer,  
your ease impossible to retain.

stitched together on this seam of eternity,

let him trace it with gentle fingertips

up the side of your face

trace you back to the very beginning,

tied together forever in this flesh-ribbon,

Remember, remember.

# Section: Hate



-fstewz

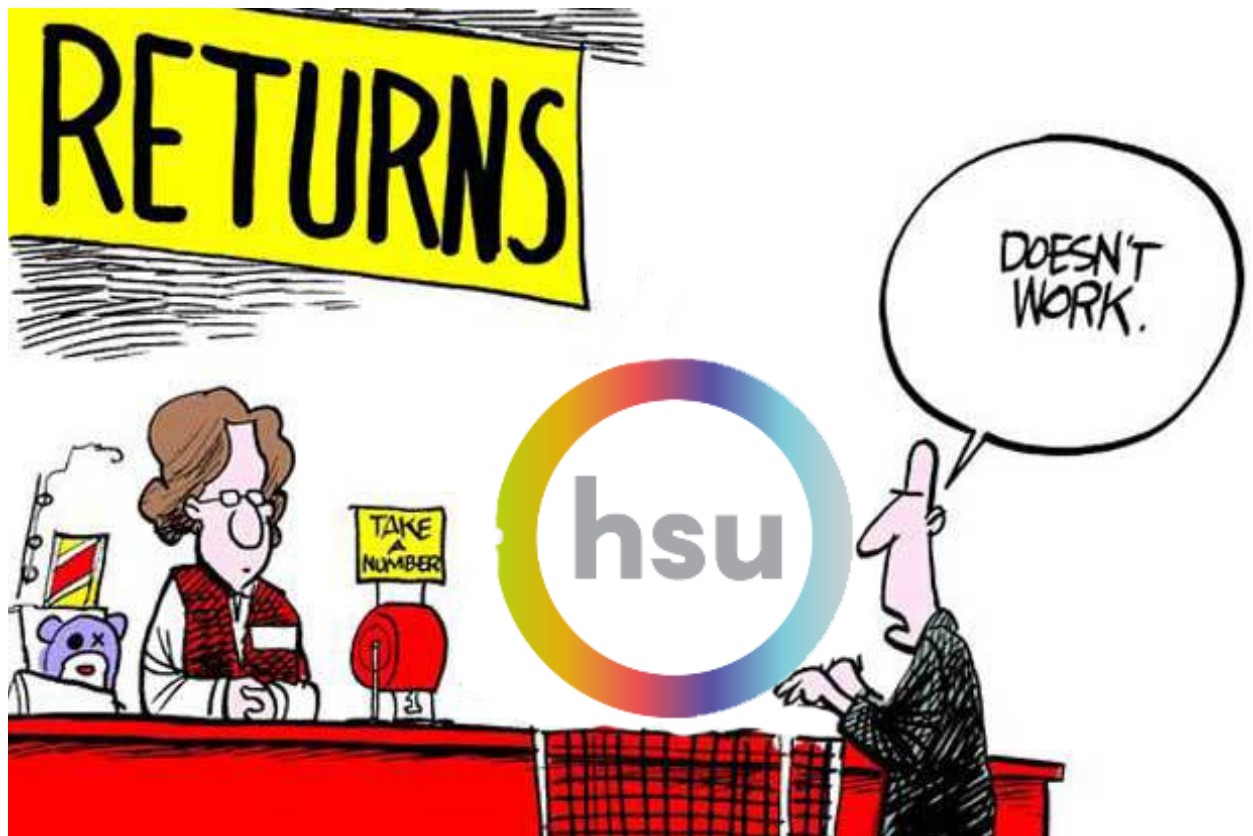








^ Jesse Ide v





Actual photographs from Merrill/Dakin room inspections.  
-submitted by Grace Willey



A GREAT SOURCE OF

100%  
OMEN

VITAMIN O!

